



Pre-publication issue Monday, August 13, 1973

Students provide daycare

Something new will be added to registration this year for all students—a chance to contribute to a day care centre at McGill.

Last March an official open meeting of the Students' Society passed a resolution requiring Students' Council to establish and maintain a co-operative day care centre at McGill.

The resolution called for money to be collected at registration to be used by the McGill Day Care Co-operative (MDCC). The resolution said that MDCC should be an independent, non-profit, incorporated day care centre to be set up and controlled by parent and student representatives involved in MDCC, and by MDCC employees. According to the resolution, the MDCC

will also initiate an educational program centred on issues such as the family, health problems, and the politics of day care.

More than 300 people attended the open meeting that passed the resolution. As described in the Students' Society constitution, such a "special meeting" of "300 members, shall constitute a quorum for the transaction of business."

Last year's chairman of the Students' Society Judicial Committee, Alan Hilton, explained that these "special meetings" are the "most powerful meetings of the constitution. Open meetings in effect displace Students' Council. Students' Council is not at liberty to trifle with what an open meeting decides."

At registration, every student will be able to choose through a check-off system, whether he or she wants \$1 of his or her \$24 Students' Society fees spent on day care.

Orientation begins at McGill

For many years, Freshman Orientation has been the new student's first introduction to McGill. This year it is back again, larger than ever.

"We want the students to know what is available," said Stephen Reisler, chief co-ordinator of the Orientation committee. "We tell the student first what is here at McGill, before he pays his registration fees."

Veterans of earlier Orientation sessions will recognize the campus tours and pep talks from administration officers as earmarks of the old Orientation program. But this year's edition also includes features that organizers hope will provide a more comprehensive introduction to the university.

The one-day program brings newcomers to the Redpath Library. In the past, tours of the library usually begin after classes had started.

Students can also discuss academic questions every afternoon with faculty members in the Redpath Drop-In Centre. Older students, who might advise freshmen on what courses or professors to avoid, will not be on hand, however.

Reisler explained this by saying that some student-faculty associations would provide this service at their own receptions for freshmen.

People from Student Services will be available for consultation on academic or personal matters. The Orientation

committee has also maintained close ties with Dawson Hall, student faculty associations and the International Students' Association. Incoming students with particular problems or inquiries will be referred, when necessary, to these groups, Reisler said.

Newcomers will also have the opportunity to get acquainted with university clubs and societies—that is, those few whose members were in Montreal this summer. Reisler said he had great difficulty contacting representatives of the clubs. He stated that students should get to know campus groups at the very beginning.

Social events play a large role in this year's Orientation program. Touch football games on lower campus and evening entertainment are scheduled. The evening entertainment includes a Bavarian night, and a terrace cafe in front of Redpath Library which on different evenings will feature movies, a pub night, and folksinging. Entertainment was formerly the function of the now defunct Freshman Reception, which was a series of social activities sponsored by the Students' Society.

Up to 1500 people could go through Orientation this year, which runs from August 13 through September 7. Reisler said he expects between 40 and 70 students to participate each day. Because of the elimination of the first-year CEGEP program, most new-

comers will be older than in previous years, and the majority will have already been to some college.

The students will usually be in groups of 10 to 20, but individual counselling will be commonplace. Reisler said, "We're trying to deal with students on as personal a level as possible."

Participants will receive a lot of printed material to back up what they hear during the day. "We know we're bombarding the student with a great deal of information," Reisler admitted. "We'll encourage students to come back for a second day, if they feel it necessary."

Work on Freshman Orientation began last March, when Reisler submitted a brief to the Senate Sub-committee on Student Services. His proposals for the Orientation program were approved, and two other students, Paul Drager and Thomas Dawe, joined Reisler in co-ordinating the event. The office of the Dean of Students provided about \$7000 for the Orientation program, Reisler said. Additional funds are coming from outside sponsors.

"Students are planning and directing the program," Reisler noted. "There is no interference from the administration at all."

"We don't measure success in volume here," he said. "If people go away knowing a little more than when they came in, the program will be a success."

If history be the judge....

Did you know that James McGill, the fur trader whose money founded this university was also a slave owner? Or that between 1967 and 1971, McGill departments accepted more than \$831,000 from American government agencies to finance projects useful for the U.S. war effort in Indochina?

If you expect to find this information in the official history in the Arts and Science calendar or in the centre-spread of this "freshman orientation issue," forget it. The real history of the Royal Institution for the Advancement of Learning, otherwise known as McGill, is

not just one of distinguished graduates and new buildings, despite the efforts of official historians to sweep everything else under the rug.

Omitted from the official histories, for example, are references to the composition of the Board of Governors, the highest ruling body of McGill. Until recently, when a few token additions were made, the Board of Governors had no members who were French-Canadians, Jews, women, or students. In fact, only a generation ago, McGill discriminated against Jews and other minorities through a "quota" system.

In the 60's McGill, because

of its need for government grants to supplement private funding, began consciously to "involve" itself in Quebec. But it was too little, too late, as far as the new Quebec nationalists were concerned. They demanded a "McGill francisation," which would serve the needs of the whole of Quebec. Meanwhile, arch-conservatives like Vice-Principal Stanley Frost fought a rearguard action against any change in the status quo. It was Frost who once said in what he apparently considered an attempt at tolerance, that "People have as much

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Daily photos by Mark Sandiford

BURNSIDE HALL: not part of the real history of McGill?

MCGILL STUDENT ORIENTATION 73

Fitting In

The Problems of Entry

The role of college is to fit the new student into the day-to-day operation of the school as quickly and as smoothly as possible. Little thought is given to whether this pattern fulfills the needs of the student as well as the system. No questions are asked as to whether the ongoing system is worth three years or whether the system should be altered for a new generation of students. It becomes an instant socialization-acculturation process with those who adapt most readily sinking deep into the system. For those who come to college with great expectations, they are usually lost in the first stack of IBM cards they spend day after day filling out. Concerns do not rise above the survival of a registration line and how to cope with the first few days of class. There are many needs new students have that educational institutions totally ignore. Hence, the reason for the development of the traditional, but abominable orientation program.

The preceding statement is representative of how large numbers of students react to the experiences of the first few days in a new educational environment. The "problems of entry"

are by no means confined to the new students fresh out of high school. Similar anxieties are also shared by transfer and returning students.

The History of Orientation

Orientation in its most simple form is a process for introducing people to a new environment. Orientation programs, at the university, date back to the time when student activities and school spirit were only introduced via student government. By the 1920's, a growing number of universities began to involve themselves in these programs. This involvement was in part influenced by a reaction against student initiation rites built into the student operated programs. It also represented an attempt on the part of the faculty and administrators to find ways for lowering the alarmingly high attrition rate among incoming students.

Over the years, orientation programs have broadened their scope. Basically, Orientation can be broken down into four categories: activities, academic, mechanics, and intellectual. Activities refer to the social dimension of orientation such as pub nites, football games, movies, concerts and similar activities of this nature. The academic area would include events pertaining to academic departments, departmental requirements and introduction to the faculty. This will be done via course counselling on personal levels or in our afternoon academic rap session. The mechanics area includes

PROBLEMS?

Have you been given the run-a-round?

We've been through it!

Call us: 392-8911

OR

Drop by: B-24 at the Student Union Building
3480 McTavish (follow the arrows)

QUESTIONS?

Who are We?

Stephen Reisler

Paul Drager

Thomas Dawe

Co-ordinators of
Orientation 73

Dates of Orientation

Monday	Aug. 13—Science, P. & O.T.
Tuesday	Aug. 14—Science, P. & O.T.
Wednesday	Aug. 15—Management & Education
Thursday	Aug. 16—Arts
Friday	Aug. 17—Arts
Monday	Aug. 20—Arts
Tuesday	Aug. 21—Science, P. & O.T.
Wednesday	Aug. 22—Arts
Thursday	Aug. 23—Science, P. & O.T.
Friday	Aug. 24—Management & Education
Monday	Aug. 27—Engineering
Tuesday	Aug. 28—All other faculties (not included in the above)
Wednesday	Aug. 29—Engineering
Thursday	Aug. 30—All other faculties (not included in the above)
Tuesday	Sept. 4—OPEN DAY
Wednesday	Sept. 5—OPEN DAY
Thursday	Sept. 6—OPEN DAY
Friday	Sept. 7—OPEN DAY

Note

The material on Student Orientation 73 was submitted by the co-ordinators of Orientation 73.

Schedule

Time	Activity	Description	Location
9:00—9:30	Arrival	Introductions and distribution of clipboards with all kinds of useful information	Leacock 219
9:30—10:00	Get Together	We'll try to get to know each other, and together we'll be able to wake up over coffee.	Redpath Library Drop-in Center
10:00—11:00	Tours	Choose one of these quickie tours showing you the geographical layout of the campus and the more than 75 buildings.	a) Campus Tour b) Guided Campus Tour c) Library Tour
11:30—12:00	Student Services Session	Services will be represented so that you can find out exactly what's available.	Redpath Library Drop-In Center
12:00—1:00	Picnic Lunch	We provide the music and sell the lunch (cheap). You provide the frisbees, footballs, guitars, etc.	Lower Campus
1:00—2:00	Clubs and Activities Session	You'll find out about available activities from Skydiving to Theatrics.	Student Union Ballroom
2:00—3:00	Tours	Choose another one of the tours previously listed.	
3:00—4:00	Academic Rap Session	Profs and Deans will be around to meet with you and you'll be able to discuss anything and everything from courses to	Burnside Hall

campus and library tours, explanation of available student services and campus club and activities. The intellectual area includes events such as faculty open houses and informal raps with the faculty. Orientation has branched out in both directions from the formal freshmen week program of the bygone era. High schools and CEGEPs on one hand are becoming increasingly involved with orienting their students to university. On the other hand, once in university, students are exposed to a variety of continuation programs.

Implications for McGill

Certain conditions, basic human needs must be met within the environment if the individual's development is to flourish. With a stimulating environment, mechanisms in the form of social structures also must be developed to enhance the holding power of a university and in turn the individual's level of identification; we in effect direct our attentions to the educational process, for the ability of the university to stimulate the student will be determined in part by the total number of contact hours and the ability of educators to utilize its contact periods most effectively.

McGill Student Orientation 73 represents one of the processes for maximizing the university's impact on the student in the early stages of his relationship with the university. Its ability to provide and promote the social and psychological conditions necessary for an individual's intellectual development will be influenced by the university's commitment to alter prevailing conditions. The university must redefine its relationship with students in

terms of structuring its services and actions around the whole student.

Our analysis of the conditions prevailing at McGill University implies that while certain concepts are basic to every orientation program these concepts must be related to the unique features of the environment in which an orientation program is to be developed. Accordingly, McGill Student Orientation 73, in recognizing the problems of our campus, is geared to developing a program which:

- Bridges the gap for the incoming student between the community environment from which he originates and the university environment.
- Assists incoming students in acquiring fundamental academic skills necessary for a student's success in the university.
- Provides the social and psychological conditions, usually associated with small intimate campuses, that encourage intellectual development.
- Maximizes the university's relationship with students in terms of providing and promoting opportunities for interaction among individuals and groups.
- Extends the educational process from the classroom to the total university environment.

In Conclusion

If you haven't read through what's already been written then read this. All we're trying to say is that a great deal of thought and effort went into the construction of our program. Orientation for new students is no simple process.

The program details can be found on the pages of this paper. Look it over and then come on down and see us in August. The primary resource for this program is you. Short and simple we hope to see you at Orientation.

McGill Yesteryears

A small college which began life on the outskirts of a bustling colonial trading centre early in the nineteenth century, McGill is today a great university of international reputation.

A bequest of £10,000 and his Burnside estate of 46 acres by the Honorable James McGill, who died in 1813, led to the 1821 grant of a charter by King George IV to found McGill College. However, teaching could only begin by incorporating the Montreal Medical Institution to create the Faculty of Medicine in 1829. McGill's first graduate was also Canada's first graduate in Medicine. He was William Logie who received his degree in 1833, moved to Louisiana and is buried in Geneva, New York.

Early years were plagued with acute financial problems and although teaching had already begun, McGill's Faculty of Arts was not formally organized until 1843. There was however a significant change in fortunes with the appointment of William Dawson as principal in 1855 even though this coincided with the sale of most of the original estate in order to meet urgent financial needs. Dawson's energy and scholarship prepared the way for a great flowering of academic activity. This was reinforced by the financial support he was able to obtain from a number of Montreal benefactors. The growth and development of McGill can be described with great names such as Osler, Rutherford, Leacock, Penfield, Scott, Hebb, MacLennan and many others.

In more recent years, McGill has embarked on the most ambitious construction programme in her history, initiated by F. Cyril James, Principal and Vice-Chancellor from 1940 to 1962, and carried on by Dr. H. Locke Robertson, his successor. This programme added to existing facilities and helped meet the demands of rising student populations and expanding research activities.

Some of the buildings erected during this era were the Stephen Leacock Building, a new wing to Royal Victoria College, the Otto Maass Chemistry Building, the Medical Services Centre in MacIntyre Park, the Stewart Biological Complex, the Students' Union on McTavish, the Education Building, the Law Building, and Burnside Hall. Future plans call for a new Physics Building on University and a new Student Services Building on Peel.

McGill has expanded with the growth of Canada and the developing interest in higher education. By 1882, just over 50 years after the first students were accepted, there were still only 415 undergraduates. In 1906, after another 24 years, student numbers had tripled to 1248. World War II limited growth in enrollment, which by 1939 had reached 3286, but between 1944 and 1946 registrations, bolstered by returning veterans, almost doubled to 7558. Then the post war concern with higher education boosted the student population to over 15,000 in the late 1960s. Changes in the Quebec system of education began to effect university enrollments by the early 1970's and for the current decade McGill will stabilize at around 14,000 full-time students of whom about 11,000 will be undergraduates.

Entertainment

Date	Time	Activity	Location
Sept. 4-7	5:00-7:00 pm	Terrace Cafe	Redpath Terrace
Sept. 5	8:00 pm	Folk Nite	Redpath Hall
Sept. 6	8:00 pm	Movie	L132
Sept. 7	8:00 pm	Pub-Nite	Union Ballroom
Sept. 10	Morning	Trip to MacDonald Campus	Roddick Gates
Sept. 12	Afternoon	Trip to Gault Estate	Roddick Gates
Sept. 20	12:00 Noon	Football Montreal Alouettes vs McGill Redmen	Lower Campus
Sept. 20	8:00 pm	Movie	L132
Sept. 22	8:00 pm	Bavarian Nite	Union Ballroom
Sept. 26	12:00 Noon	Tug of War Students' Society vs Dean's Committee	Lower Campus
Sept. 29	2:00 pm	Football McGill vs MacDonald	Molson Stadium



The tomb of James McGill [1744-1813]—noted slave-owner, fur merchant, brigadier-general, and member of the Lower Canada Legislative Assembly—as it appears in front of the arts building.

Why did James McGill want a university in Montreal? For the reason, said his friend John Strachan, who was later to become Bishop of Toronto, that "the necessity of sending young men out of the Province to finish their education has been found both dangerous and inconvenient; that reason and policy equally demand that our youth be educated in the Province, or in England, if we wish them to become friendly to our different establishments and to the Parent State; that few can defray the expense of sending their children to England, and, if they could, the distance from parental authority is dangerous to their morals; and that there is at present no Seminary in which the English youth of Canada can obtain a liberal education."

History...

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right to speak French in Quebec as they do to speak English."

For a few years in the mid-60's, McGill students fought their own battle against the administration in an attempt to democratize the university. Crises over freedom of the press were perennial as the Daily locked horns with Students' Council and the administration. Students fought for representation on the university decision-making bodies, and in 1968 they elected a radical Council executive.

But students soon realized that their representatives on Senate and the Board of Governors were only token members, with no real power to influence collective decisions. Disillusionment set in, and soon only self-seeking politicians were interested in these posts. Only in a handful of departments, like the English department, did the students obtain any real influence.

In the 70's, the McGill administration continued meditating on the role of McGill in Quebec while anxiously watching the balance sheets. The government finally came through with enough money to guarantee that the university would not go over the financial brink by the '74-'75 session.

On the student side, politics within the bureaucracy of the Students' Society fell apart. It became harder to fill Senate seats and positions on the Senate sub-committees. Voting turnouts diminished. Political activity became the monopoly of a small group of students investigating radical change through mass action.

The majority of students remained unimpressed. However, starting with the Daily crisis in April 1972, a tendency began: more than 1500 students turned out to an official open meeting of the Students' Society where they overturned the Council's choice for the following year's editor. Last year, another open meeting of the Students' Society approved the establishment of an independent day care centre supported by voluntary contributions from students. Student faculty organizations also began to utilize the open meeting format as a method of discussion and action on important issues.

The establishment of this tradition was an important step in the growth of real student power. Hopefully this year it will be continued and action can begin to replace rhetoric.

Want to join the McGill Daily?

We have ambitious plans for the McGill Daily this year. We intend to put out a paper that will inform, guide, and also entertain McGill students.

In our news articles, our aim will be to report on-campus and relevant off-campus events and to explore significant situations on both sides of the Roddick Gates. In our opinion pieces and editorials, our aim will be to persuade, guide, and arouse to action — by analyzing the events and situations we report and also by examining larger topical issues.

Not hesitating to expose and criticize student politicians, the McGill administration, and the fundamental nature of our society, we hope to raise serious issues and to generate debate and action on those issues.

Of course, achieving all these aims in the pages of the only daily student newspaper in Canada will not be easy. It will require a lot of work—and a lot of people to do that work. We need volunteers from all faculties. And we do mean all faculties, because we want to report on the whole campus.

So if you're interested in reporting, photography, research, or newspaper production work, you'll be very welcome on the Daily staff. Experience is not half as important as being willing to work and eager to learn.

All right. Now that you've decided to join us, you want to know how to go about it. Well, you can speak to the Daily representative at the clubs and activities sessions of freshman orientation. Or you can wait till classes begin and come by the Daily office [in the Union basement] some time in September. Or you can wait for the first recruitment meeting [the time and place will be announced in the first regular edition of the Daily].

We're looking forward to meeting you.

